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AGRI-BUSINESS AND SERVICES, REPORT OF THE WORKSHOP, PROGRAM PLANNING (AGRICULTURAL EDUCATION 799B), (THE OHIO STATE UNIVERSITY, COLUMBUS, JUNE 15-JULY 1, 1966).

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TWENTY-EIGHT PROSPECTIVE TEACHER-COORDINATORS, IN COOPERATION WITH SUPERVISORS AND TEACHER EDUCATION STAFF PERSONNEL, DEVELOPED A PLAN OF OPERATION AND PROCEDURE FOR IMPLEMENTING COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAMS TO PREPARE STUDENTS FOR EMPLOYMENT IN AGRICULTURAL BUSINESS AND SERVICE OCCUPATIONS. COMMITTEES OF WORKSHOP PARTICIPANTS DEVELOPED THE SECTIONS OF THE REPORT ON (1) THE AGRICULTURAL BUSINESS AND SERVICE PROGRAM IN OHIO, (2) ORGANIZATIONAL PROCEDURES, (3) THE COMMUNITY OR AREA SURVEY TO DETERMINE NEED FOR TRAINED INDIVIDUALS, (4) THE ADVISORY COUNCIL, (5) AN EFFECTIVE PUBLIC RELATIONS PROGRAM, (6) ADMINISTRATIVE AND OPERATIVE PROCEDURES FOR FOUNDATION UNIT APPROVAL, (7) TRAINEE SELECTION, (8) TRAINING CENTER AND COOPERATOR SELECTION, (9) STATE STUDENT LEARNER LAWS AND REGULATIONS, (10) A TRAINING PROGRAM, (11) FACILITIES AND EQUIPMENT, (12) STUDENT PERFORMANCE APPRAISAL, AND (13) PROGRAM RECORDS AND REPORT. A COMMUNITY SURVEY, PUBLICITY PLAN, STUDENT INFORMATION, STUDENT INTEREST, TRAINING STATION SELECTION, TRAINING AGREEMENT, DAILY WORK SCHEDULE, PERFORMANCE APPRAISAL, AND PROGRESS REPORT FORMS ARE INCLUDED. (JM)

ED019422

OHIO

WORKSHOP REPORT

A PLAN FOR CONDUCTING COOPERATIVE EDUCATION PROGRAMS IN AGRICULTURE

AGRICULTURAL EDUCATION
THE OHIO STATE UNIVERSITY
AND
STATE DEPARTMENT OF EDUCATION
AGRICULTURAL EDUCATION SERVICE
COOPERATING

1966

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AGRI-BUSINESS & SERVICES

Report of the Workshop

Program Planning
Agricultural Education 799B

Held at

The Ohio State University
Columbus, Ohio

June 15 through July 1, 1966.

Edited by

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Department of Agricultural Education
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and

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Columbus, Ohio

1966

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FOREWORD

This publication has as its major objective the orientation of teachers in the fundamental concepts involved in the planning and conduct ing of cooperative occupational experience programs to prepare students for employment in agricultural business and service occupations. Such education in agriculture combines theory with firsthand experience, giving meaning to classroom instruction

The development of a sound cooperative occupational experience program requires considerable time and effort on the part of the teacher-coordinator. Before a school initiates or starts such a program, it is necessary for the teacher-coordinator and the school administrators, with the assistance of an advisory committee, to develop a plan of operation for conducting the program.

This publication suggests a plan of operation and a procedure for implementing the program. Included is a proposed curriculum for the teaching of the related and technical areas in the classroom and some suggested training programs for students while engaged in the cooperative occupational experience program.

The material contained in this publication was developed by twenty-eight prospective teacher-coordinators that attended a two and a half week workshop at The Ohio State University in June of 1966, in cooperation with supervisory and teacher education staff personnel in Vocational Education in Agriculture.

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AN AGRICULTURAL BUSINESS AND SERVICE PROGRAM FOR OHIO

Committee

Dan Eustache
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INTRODUCTION

Agriculture is the largest basic industry in Ohio today. It has been estimated that 25% of the working force is employed in farming and occupations related to agriculture. Although the per cent of actual farmers in the total population has declined, the total number of people involved in production agriculture will likely remain fairly constant in the future. This means that many young men must enter this phase of agriculture to meet the replacement demands. This situation, coupled with the large number of jobs becoming available in agricultural-related occupations, creates a need for more agricultural-trained personnel than has been experienced previously.

The Vocational Education Act of 1963 authorized training for employment in agricultural business and service occupations. The responsibility for meeting the educational needs of the many individuals involved in these occupations is placed upon vocational agriculture. The need for training for farming and other production agricultural occupations is still vital. Now the additional responsibility of training for agricultural-related occupations is a part of the vocational agriculture program. Therefore, the vocational agriculture program must now be expanded in order to train for occupational competency in the additional areas mentioned. In most cases students should receive on-the-job training only for those occupations that require knowledge, skill, and ability in agriculture.

A recent study in Ohio identified 165,262 non-farm workers who must have knowledge, skill, and ability in agriculture to hold their jobs. This is 5.3% of the Ohio labor force. Approximately 60% of this labor force needs education at the high school level only, while 40% needs education beyond high school, either technical or college. Employers showed little interest in those who did not finish high school. The study showed a need for more than 15,000 new non-farm agricultural employees, including replacements each year.

Also identified were non-farm agricultural workers in Ohio who are employed in businesses ranging across the standard industrial classifications used by the census. Workers needing competencies in agriculture were found in the areas of manufacturing, transportation, communications, wholesale and retail trade, finance, and insurance as well as educational and governmental services.

PURPOSE OF THE PROGRAM

To prepare high school students enrolled in vocational agriculture to enter employment in agricultural business and service occupations.

DESCRIPTION OF THE AGRICULTURAL OCCUPATIONS PROGRAM

The main purpose of the agricultural occupations program is to provide supervised training for gainful employment in occupations related to agriculture. The high school program is accomplished by establishing a cooperative arrangement between the school and agricultural businesses and industries in the community. It is designed to enable 11th and 12th grade students to receive specific on-the-job training in their chosen occupations while completing the requirements for a high school diploma. The student may spend considerable time at the training center during the summer between the junior and senior years. The student may spend part of the regular school day working in the training center. The remainder of the school day will be spent at school completing the necessary requirements for graduation and attending a class during the junior and senior years where instruction related to each specific occupation is offered. The agricultural occupations teacher-coordinator (vocational agriculture teacher) has the responsibility for providing the related instruction and coordinating the total program. The on-the-job training given at the training center will be under the direction of an individual selected from the firm or business in which the student is working.

GUIDELINES FOR PLANNING AND CONDUCTING PROGRAMS TO TRAIN INDIVIDUALS FOR EMPLOYMENT IN AGRICULTURAL BUSINESS AND SERVICE OCCUPATIONS

1. A vocational objective shall be determined for each student enrolled.

2. The instructional program, consisting of related and technical information and the on-the-job experience, should be directed toward a specific occupation or cluster of occupations in agriculture.

3. Knowledge, skills, and abilities in agriculture are an essential part of the job requirements for the occupations for which the students are being trained.

4. Before a program is initiated in a school, a survey should be conducted to determine the employment opportunities and the needed competencies in the agricultural occupation or cluster of occupations for which the training is intended.

5. A school planning to start a program shall develop a plan for conducting the program.

6. An advisory committee shall be used in planning and conducting the program.

7. Students should be selected for this class very carefully by means of personal interviews and student interests and abilities.

8. A separate class of related and technical instruction shall be conducted for the students enrolled in the program.

9. The student's on-the-job training program shall consist of approximately 540 hours of experience.

10. Unit approval shall be determined by the criteria for approval of units in vocational agriculture under the Ohio School Foundation Program.

11. The student's and teacher's time shall be arranged so that a part of the school day is available for conducting the on-the-job work experience program.

12. A daily teaching schedule shall be developed for the teaching of related and technical information.

13. Appropriate training stations should be arranged for the students. They should be placed where their greatest interest lies.

14. Every student placed on a work experience program shall have a definite training program developed by the cooperator and the teacher coordinator.

15. A school conducting the program shall provide adequate facilities and equipment.

16. An effective public relations program should be carried out so that the administration, board of education, and the public are informed.

17. The students should keep records of their work such as hours worked, kind of work, abilities acquired, and amount earned.

18. The school should evaluate the student's progress, follow up the student after graduation, and try to get him placed in the occupation where he has trained.

ADVANTAGES OF THE AGRI-BUSINESS COOPERATIVE PROGRAM

A. To The School

1. Lowers the drop-out rate in the high school.
2. Improves the public's image of the high school. It is a good public relations tool.
3. Improves the attendance of the agri-business students.
4. Provides an opportunity to meet more closely the needs of the individual student.
5. Provides better-trained graduates for employment.
6. Provides an opportunity for the school to work more closely with the community.
7. Provides an opportunity for the school to place its graduates in payroll occupations.
8. Provides an opportunity to train students for agricultural-related occupations.

B. For The Community

1. Provides better-trained personnel.
2. Provides an employee from the local community.
3. Provides a means of encouraging young people to remain in the community after graduation.
4. Provides a means to lessen the unemployment in the community.
5. Promotes closer cooperation between the school and community.
6. Provides the community with a group of young adults with a salable skill ready to occupy some productive employment.
7. Provides an opportunity for the local community to have a direct contribution to the total school program.
8. Provides a means to reduce training problems and expenses.

C. To The Student

1. Motivates the boy in other subjects.
2. Provides supervised on-the-job training under actual working conditions.
3. Provides an opportunity for the student to make an intelligent choice of his life work.
4. Provides an opportunity to establish a reputation on the job through experience.
5. Provides an opportunity to learn the technical information of a trade as well as the manipulative skills.
6. Provides the encouragement necessary to complete high school.
7. Provides an opportunity to earn while he learns.
8. Provides an opportunity to learn the necessity of cooperating with others.
9. Provides an opportunity to receive individual instruction in the chosen field of interest at a relatively low cost.
10. Provides an opportunity to make investments that will expedite his entrance into that occupation.
11. Provides funds for further training.
12. Provides an opportunity to develop personality and emotional maturity.

PROCEDURE FOR ORGANIZING AN AGRICULTURAL OCCUPATIONS PROGRAM IN VOCATIONAL AGRICULTURE IN OHIO

Committee

Bradley Patrick
Ron Foreman
Jim Mutchler

The following steps are suggested as a means of inaugurating a new program of agricultural occupations. It is recognized that conditions will vary in each location and that it may be desirable to follow a different sequence of events than that found in the following list. Only under unusual conditions, however, should any one of the steps be eliminated.

1. Secure the approval of the school administrator to pursue the proposed program in agri-business.

2. A local survey should be conducted to determine the number and kinds of businesses or firms in the field of agriculture that are in the community.

3. The vocational agriculture instructor and guidance personnel should make a preliminary survey of the high school student body to determine the number of prospective students.

4. The vocational agriculture instructor and appropriate school administrators (including the superintendent) should discuss the program and agree on the organizational procedure that should be carried out. The Vocational Agriculture Service of the State Department of Education should be contacted to secure School Foundation Unit Approval.

5. The school board should develop and adopt a policy statement which will serve as an operational guide for the administration of the agricultural occupations program.

6. The public should be informed.

7. An advisory council should be appointed.

8. Arrangements for the necessary facilities and equipment should be made.

9. Trainees should be selected.

10. Training centers should be selected.

11. The student's training plan and the related classroom instruction program should be developed.

12. The necessary forms, agreements, and certificates should be completed.

13. The necessary reference and instructional materials should be purchased or secured.

14. Arrangements should be made with the school administrators concerning class schedules, travel allowance, and other factors; so that an adequate job of supervision and coordination can be accomplished.

15. Trainees should be placed in training centers.

16. The program should be evaluated.

THE COMMUNITY OR AREA SURVEY TO DETERMINE THE NEED FOR TRAINED INDIVIDUALS

Committee

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SURVEY OF THE COMMUNITY

One of the first things to complete in planning and conducting an occupations program is a survey of the community. The purpose of this survey is to determine:

1. The employment opportunities.
2. The competencies needed in the agricultural occupations other than farming in the community.
3. The agricultural businesses in the community which may serve as training centers.
4. The specific occupations in which training centers can be provided.

In many cases it may be advisable to conduct this survey on a larger area than the school community. Probably the survey should include the centers where employment is commonly secured by graduates.

Most vocational agriculture instructors in Ohio are familiar with the community in which they are located so they can list most of the agricultural businesses. However, in the larger communities it would be impossible to list all the agricultural businesses or firms without assistance. There are numerous ways to get assistance in locating all these businesses or firms. Most of them are listed in the yellow pages of the telephone book. Other sources such as the local Chamber of Commerce, local United States Employment Office, advisory committee, civic clubs, and other professional organizations will also be valuable help in making the list complete.

A guiding principle to use in identifying businesses that should be surveyed is to determine if knowledges, skills, and abilities in agriculture are needed for entry into occupations within the business or service.

The survey of the community agricultural businesses should be completed by individual contact and interview rather than through the use of a collective meeting.

Following are two survey forms entitled EMPLOYMENT OPPORTUNITIES AND NEEDED COMPETENCIES IN AGRICULTURAL OCCUPATIONS and EMPLOYMENT OPPORTUNITIES AND NEEDED COMPETENCIES IN AGRICULTURAL OCCUPATIONS OTHER THAN FARMING. Form I should be used to determine the need for the program and could well be conducted as a part of initiating the program. Form II is to determine the level of employment and the needed agricultural competencies required to enter and advance on the job at a later date. This survey may be conducted after students have been placed for training.

If a large number of businesses exist in the community; a survey sampling, using Form II, of each major agricultural business could be made by the teacher and cooperators in order to save time. This would eliminate the need for surveying all agricultural businesses in the community.

EMPLOYMENT OPPORTUNITIES AND NEEDED COMPETENCIES IN AGRICULTURAL OCCUPATIONS

Date _____
Name of
Interviewer _____

FORM I

Type of Agricultural Business _____

I. Company (Firm, organization, agency or service)

A. Name of company _____

B. Address _____ County _____

C. Name of person interviewed _____

D. Telephone number of person interviewed _____

E. Position of person interviewed _____

F. Describe the agricultural functions of business or services

_____

_____

G. Main agricultural function(s) of company (check one or more)

1. Sales _____
2. Services _____
3. Purchasing _____
4. Manufacturing _____
5. Marketing _____
6. Processing _____
7. Government _____ (federal, state, local)
8. Other _____

H. Years company has been in business _____

I. Per cent of gross income that is agricultural oriented _____

J. Attitude of personnel toward student-coordinated program _____

_____

K. Does the Federal Wage and Hour laws apply to this company? _____

_____

L. What is this business' annual need for new employees? _____

_____

M. Are the employees of this company covered by the Ohio Industrial Workman's Compensation Insurance? _____

II. Employees in this business or service

A. Total number of employees _____

B. List of occupations needing competencies in agriculture

	Level of Employment*	Job Titles**	Number of Employees	
			Full-time	Part-time
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
		TOTAL		

*Classify according to this list

Professional	Clerical
Technical	Sales
Managers	Skilled
Supervisors	Semi-skilled

**Fill out a separate Form II for each job title for which the employee needs competencies in agriculture.

EMPLOYMENT OPPORTUNITIES AND NEEDED COMPETENCIES
IN AGRICULTURAL OCCUPATIONS OTHER THAN FARMING

Date _____
Name of
Interviewer _____

FORM II

Type of Agricultural Business _____

I. Identification of business or service, level of employment and job title

A. Name of business or service _____

B. Address _____ County _____

C. Level of employment from Form I _____

D. Job title from Form I _____

II. Employee in this job title

A.

Employment Status	No. of persons presently employed		Additional number expected to be employed in the next five years			
			To replace present workers		In addition to present workers	
	Male	Female	Male	Female	Male	Female
Full-time	____	_____	____	_____	____	_____
Part-time	____	_____	____	_____	____	_____

B.

Employment Status	Average weeks paid per year	Beginning wage or salary		Highest wage or salary	
		Per hr.	Per week	Per hr.	Per week
Full time	_____	_____	_____	_____	_____
Part-time	_____	_____	_____	_____	_____

C. Activities and duties of persons with this job title _____
_____
_____
_____

III. Competencies associated with this job title

A. Agricultural competencies

	Check degreee of competency necessary to enter this job as a beginning employee			to advance in this job to a related position		
1. Plant Science	None	Some	High	None	Some	High
Plant propagation, seed production	___	___	___	___	___	___
Plant growth, fertilization	___	___	___	___	___	___
Controlling insects, diseases, weeds	___	___	___	___	___	___
Additional production practices	___	___	___	___	___	___
2. Soil Science						
Physical characteristics of soil	___	___	___	___	___	___
Chemical characteristics of soil	___	___	___	___	___	___
Soil conservation	___	___	___	___	___	___
3. Animal Science						
Animal breeding, selection	___	___	___	___	___	___
Animal growth, feeding	___	___	___	___	___	___
Health and sanitation	___	___	___	___	___	___
Housing and equipment	___	___	___	___	___	___
Additional production practices	___	___	___	___	___	___
4. Agricultural business management and marketing						
Budgeting, records and analysis	___	___	___	___	___	___
Farm financing (credit, taxes, etc.)	___	___	___	___	___	___
Labor management	___	___	___	___	___	___
Marketing practices	___	___	___	___	___	___
Agricultural policy	___	___	___	___	___	___
5. Agricultural mechanics and automation						
Farm power and machinery	___	___	___	___	___	___
Farm buildings and conveniences	___	___	___	___	___	___
Rural electrification and processing	___	___	___	___	___	___
Soil structures (ditches, ponds, etc.)	___	___	___	___	___	___
Farm construction and maintenance	___	___	___	___	___	___

B. Business and distributive competencies

	Check degree of competency necessary to enter this job as a beginning employee			to advance in this job to a related position		
1. Occupations information and regulations	None	Some	High	None	Some	High
Job opportunities and trends	___	___	___	___	___	___
Job applications, interviews	___	___	___	___	___	___
Worker welfares (insurance, retirement, etc)	___	___	___	___	___	___
Legal requirements of the job	___	___	___	___	___	___
2. Duties of employees						
Receiving, marking, shipping	___	___	___	___	___	___
Window and store display	___	___	___	___	___	___
Salesmanship	___	___	___	___	___	___
Customer relations	___	___	___	___	___	___
Bookkeeping, business mathematics	___	___	___	___	___	___
3. Business organization and supervision	___	___	___	___	___	___
Employee-supervisor relations	___	___	___	___	___	___
Employee relations with fellow workers	___	___	___	___	___	___
Buying and merchandising	___	___	___	___	___	___
Inventory, stock control, warehousing	___	___	___	___	___	___
Internal business organizations	___	___	___	___	___	___
4. Management and economics of business						
Experience in management decisions and problem solving	___	___	___	___	___	___
Capital management, financing	___	___	___	___	___	___
Accounting, taxes	___	___	___	___	___	___
Trade relationships, promotion, advertising	___	___	___	___	___	___
Legal relationships	___	___	___	___	___	___
Government regulations (ICC, FICA, etc.)	___	___	___	___	___	___

IV. Characteristics desired in those who enter this job title

A. Age:
Minimum_____
Maximum_____

B. Educational Level (check one only)
1. Less than four years of high school_____
2. High school graduate_____
3. Post high school-technical education_____
4. Some college education, but less than a baccalaureate degree_____
5. College baccalaureate degree_____

C. Residential Background
1. Farm background_____
2. Rural, non-farm background_____
3. Urban background_____
4. No preference_____

D. Experience required to enter this job title
Yes_____
No_____

V. Limitations on entering this job title

A. Labor union restrictions_____

B. Licensing or certification_____

C. Other (specify)_____

VI. Education required to advance in this job title

A. Technical short course or training provided by
1. Your business or the industry as a whole_____
2. On-the-job training_____
3. A public school_____
4. An agricultural college_____
5. Two-year technical school_____

B. Other types of education required_____

THE ADVISORY COUNCIL

Committee

Bradley Patrick
Ronald Foreman
James Mutchler

PURPOSE AND FUNCTION OF THE ADVISORY COUNCIL

A local advisory council, properly selected and conditioned, can be of much assistance in the development and operation of a program to train individuals for skilled occupations in agricultural businesses and services. The council provides a link between the school and community through which their activities may be coordinated. The function of the advisory council is to advise and counsel the vocational agriculture teacher in establishing and conducting the vocational occupations program in agriculture.

In every community the needs and objectives of the agricultural occupations program will vary. It is the purpose of the advisory council to assist in guiding the program so that it will meet the needs of both the student and the employer.

I. Purpose of a Vocational Agriculture Advisory Council

1. To study community situations and determine community needs
2. To secure ideas and suggestions of representative key people in agricultural businesses and industries in the community
3. To assist in determining on-the-job training stations
4. To assist in developing training programs for the students
5. To recommend resource personnel to assist with the teaching of related information
6. To explain the program to the public and assist with public relations work
7. To assist in broadening teacher's contacts with agricultural businesses
8. To assist in evaluating the program

Advantages of an Advisory Council

1. Provides a link between the school and community

2. Gives prestige to the school, community, and vocational agriculture program

3. Gives the school an opportunity to explain the objectives of the educational program to community leaders

4. Brings about a closer relationship between education, management and labor in agriculture

II. Procedure for the organization of the Advisory Council

1. Members should be well-known leaders within their particular business.

2. Members should be representative of the general opinion of school, school board, agricultural management, labor, and general public.

3. Members should express an interest in the local school system and particularly in this phase of the vocational agriculture program.

4. Members should have the necessary time to devote to council work and promotion of public relations.

5. Members should not be persons who will exploit the council for their personal benefit.

Size of the Council

1. A good working council should consist of approximately five to nine members.

Organization

1. The local board of education should authorize the superintendent of the school, the principal, and the teacher-coordinator (vocational agriculture teacher) to organize an advisory council.

2. Local business organizations, service clubs and adult and young farmer clubs may recommend some of their members to serve on the council.

3. The vocational agriculture teacher-coordinator should participate in all meetings.

4. The superintendent or principal should be an ex-officio member of the council.

5. The council should select the chairman from its membership. The vocational agriculture teacher-coordinator has a relationship to the committee similar to that of the superintendent to the school board.

How to appoint

1. The first step is to make a list of the persons whom you would consider for appointment.

2. Involve the superintendent of schools and the school board. Go over the list of prospects and ask them to assist you in making selections.

3. The superintendent can then send out a letter explaining the purpose of the council to those selected to serve. It is imperative that he give the time and place of the first meeting.

4. Shortly after the letters have been received, it would be advisable to visit the prospective candidates and briefly explain the purpose of the council. At the time of the visit remind the individuals selected of the first meeting date.

Term of appointment

1. It is preferable to have a regular election system to replace members. In this way a member who has shown no desire to cooperate or make contributions to the council can be replaced.

2. Rotating the terms of office has the distinct advantage of bringing new members into the council who will provide new ideas and enthusiasm.

3. Not all replacements should be made at one time. It is far better to stagger the replacements so that there is always an experienced member on the council. Members should be appointed for a definite term, usually from one to three years.

III. Guidelines helpful in maintaining a successful advisory council

1. The members serve on a voluntary basis; therefore, they should not be expected to carry out long, detailed work assignments.

2. School officials should acquaint council members with the total vocational agriculture program of the school.

3. Informational material should be put into the hands of council members. This material should include pertinent releases and publications of the local board of education, State Board for Vocational Education, and the U. S. Office of Education.

4. Meetings should be scheduled regularly. Some councils adopt a policy whereby at the request of school authorities, chairman of the council, or any three members of the committee, special meetings may be called.

5. If possible, council meetings should be conducted in the same building in which the vocational program is being conducted.

6. Councils working with new programs should meet at least once a month during the first year the program is in operation or until such time as the program is operating smoothly.

7. The vocational agriculture teacher-coordinator should develop the agenda for the advisory council meeting. The agenda should be approved by the council chairman and the school administrator.

8. The council members should receive a copy of the agenda at least three days before the meeting, and another copy made available at the time of the meeting.

9. Complete information on the financing of the agricultural occupations program should be given to all members.

10. All members should be advised on existing and pending vocational legislation.

11. Copies of minutes of meetings should be given to all council members. The school administrator should have a complete file of minutes of council meetings.

12. A constitution and by-laws should be developed by the council.

Example of an agenda of the first meeting of an advisory council

1. Introduction of all members
2. Explanation of agricultural occupations program and the need for an advisory council
3. Functions of the advisory council
4. Responsibility of the advisory council
5. Appointment of a temporary chairman
6. Election of a permanent chairman
7. Election of a secretary. (Local vocational agriculture teacher coordinator may be appointed.)
8. Term of appointment
9. Selection of time and place of meetings
10. Business

IV. The agenda should meet the following tests

1. Is this a real problem?
2. Is this a problem which the school earnestly desires to solve?
3. Will the school use the council's recommendations?
4. Is this question one that is of interest to the council?
5. Is the committee competent to discuss and make recommendations?
6. Do members have sufficient knowledge of facts and background information to make worthwhile suggestions?
7. Are the council's recommendations in line with the local board of education's policy?

However, school authorities should not

a. Permit the council to become administrative in its function
b. Conceal facts pertaining to a program from the members
c. Enter into labor-management controversies
d. Fail to keep a copy of minutes of each meeting on file
e. Take action within the realm of the council's advisory function without first consulting with the council
f. Fail to recognize the value of the advisory council through news releases and other means

PLANNING AND CONDUCTING AN EFFECTIVE PUBLIC RELATIONS PROGRAM FOR THE AGRICULTURAL BUSINESS AND SERVICE PROGRAM

Committee

George Wadlington
Donald McCreight
Guy V. Aker

INTRODUCTION

The dissemination of publicity regarding the educational program to train individuals for occupations in agricultural businesses and services is as much a part of the vocational agriculture teacher-coordinator's job as selecting training stations, counseling with students, and teaching related materials. Good publicity arouses interest and secures the cooperation of the public in helping make the program a success.

SITUATION

The implementation of the provisions of the Vocational Education Act of 1963 has rapidly increased the number of schools providing training or considering providing training for off-farm agricultural occupations.

As new programs such as this are initiated, it becomes increasingly important that the appropriate people be informed as to objectives, goals, and progress.

PURPOSES

The purpose of this report is to furnish the coordinator with suggestions and ideas as to how a good public relations program may be carried out.

More specifically, an attempt has been made to coordinate a program for informing administrators, board members, teachers, counselors, potential cooperators, prospective students and the general public.

A PROPOSED PUBLIC RELATIONS PROGRAM

I. PUBLIC RELATIONS PRIOR TO AN AGRI-BUSINESS PROGRAM

A. Confer with the state and/or district supervisor of vocational agriculture.

B. Confer with the local school administrator.

1. Include the state and/or district supervisor in the conference.
2. Take the school administrator on a tour to visit at least one successful program.

C. Confer with guidance personnel.

1. Review student personnel records to determine potential enrollees.
2. Plan and conduct a survey of prospective enrollees and training cooperators.

D. Acquaint board of education with the proposed program.

1. Prepare and send a written proposal of the program to the board members several days prior to the meeting.
2. Discuss the proposal at the board meeting if asked to attend.

E. Acquaint the public with the board decisions, the findings of the surveys, and the proposed program.

1. Have an Agri-Business Dinner and invite the members of the board of education, supervisor, prospective cooperators, guidance personnel, civic leaders, and advisory council.
2. Prepare news releases.
3. Ask the administrator to present the proposed program when he appears before the public or prepares school letters.
4. Prepare announcements and releases to local radio and television stations.
5. Prepare exhibits and displays for windows in business places, school show cases, and at fairs.
6. Distribute appropriate brochures.
7. Prepare program description for the student handbook.

F. Conduct a career program with help from the guidance personnel.

II. A PROPOSED PUBLIC RELATIONS PROGRAM DURING THE SCHOOL YEAR

A. Keep the local administrator informed.

1. Discuss with him frequently the progress of the program.
2. Take him with you on occasion to visit students and cooperators on-the-job.
3. Give him written progress reports and copies of material proposed for the program.

B. Keep the guidance personnel informed.

1. Hold regular conferences with them.
2. Take them with you when supervising students and working with cooperators and parents.
3. Supply them with reference materials, job opportunities, and job descriptions pertaining to occupations related to agriculture.

C. Keep the members of the board of education informed.

1. Supply printed progress reports.
2. Have members attend meetings, banquets, and conferences when feasible.

D. Keep the general public informed.

1. Have students, coordinators, cooperators, and other informed people present talks at public meetings.
2. Have regular news releases.
3. Provide periodic radio and television announcements and programs.
4. Have the mayor proclaim an Agri-Business Week.
5. Provide exhibits at appropriate places.

E. Keep the cooperators actively interested.

1. Furnish appropriate cooperator plaques.
2. Provide continuous, timely visits.
3. Involve cooperators in mid-year and year-end evaluations.
4. Start the program by having well-informed cooperators.
5. Recognize cooperator contributions.
6. Have students to promote good public relations.
7. Plan a cooperator-student-parent-school faculty banquet.

SUMMARY

Public relations is just as important as any other phase of your program. It must be carefully planned and properly carried out. It must be remembered that public relations is continual. Your future depends on your public relations image.

SUGGESTED MEDIA OF PUBLICITY, TIME SCHEDULE, AND AREA COVERED

Publicity Area	Conferences	Newspaper Articles & Pictures	Exhibits and Displays	Letters and Pamphlets	Radio and T.V.	Special Dinners & Socials	Assemblies	School Publication	Personal Visits	Service & Civic Club Programs
Superintendent										
Board of Education										
Guidance Counselor										
Supervisors										
Teaching Staff										
Students										
Parents										
Cooperators										
Public										

Key:
1 - Before initiating program
2 - As program begins
3 - Periodically
4 - Yearly
5 - Completion of training period

ADMINISTRATIVE AND OPERATIVE PROCEDURES FOR APPROVAL OF FOUNDATIONS UNITS

Committee
George Wadlington
Donald McCreight
Guy V. Aker

Guidelines for Planning and Conducting an Educational Program in Agri-Business and Services

The program should meet the criteria for at least one-fourth Ohio School Foundation Unit Approvals.

1.0 Units

a. Fifteen to twenty-five students enrolled.
b. Full-time services of a teacher utilized in the program.
c. At least one conference period provided daily.
d. Two approved classes of related instruction are conducted.
e. A minimum of three hours or one-half day is given to coordination and supervision.

0.5 Units

a. Eight to fifteen students enrolled.
b. Teacher service utilized at least one-half of the day for the program.
c. At least one conference period provided.
d. One or two classes of related instruction provided.
e. A minimum of one and one-half hours a day given to coordination and supervision.

0.25 Units

a. Four to eight students are enrolled.
b. One approved class of related instruction is provided.
c. A minimum of one period a day is given to coordination and supervision.

STUDENTS

1. Age

The trainee must be 16 years of age or older to meet the requirements of the Ohio Minimum Wage and Labor Law and Fair Labor Standard Act. Students who will be 16 during the first six weeks after the beginning of school may be enrolled. They cannot, however, be employed under a student-learner certificate until they are 16 years of age.

2. Housing of trainees
   Trainees employed in occupations governed by the U. S. Fair Labor Standards Act may spend as many hours at the training center as approved, provided these hours plus the hours spent in regular classes in school do not exceed 40 hours per week. The trainee may spend five hours per day in school and three hours per day at the training center. When school is not in session on any school day, the student may work more hours than the student-learner's certificate authorizes, provided not more than 8 hours per day is spent.

   Trainees employed in occupations which do not fall under the jurisdiction of the U. S. Fair Labor Standards Act will be governed by the Ohio Child Labor Laws.

3. Selection
   The trainee who is interested in preparing for occupations which require knowledge and skills in agriculture should be selected. Trainees must be employed; therefore, it is essential that selection be based on a carefully designed procedure which takes into consideration such things as aptitude, interest, personality and work habits.

4. Wages
   Trainees must be paid for the time spent on the job at the training center if they are to be eligible for accident benefits under the Ohio Workmen's Compensation Act. A student-learner permit may be obtained allowing the employers to pay 75% of the minimum wage.

5. Length of employment
   Trainees must be employed in a training center for at least six months. This training may start during the summer between the junior and senior year. A trainee must be employed a minimum of 250 hours during any one year.

6. Travel
   The trainee must be responsible for his own travel to and from the training center. Any training center approved should be within a reasonable travel distance from the school.

7. Individual training plans
   An individual training plan must be developed for each trainee. Both a course of study for his classroom related instruction and a training outline for his occupational on-the-job training center is necessary.

FACILITIES AND INSTRUCTIONAL MATERIAL

1. The school must provide satisfactory classroom facilities for this program. In most cases the vocational agriculture department will be adaptable to provide the necessary facilities.

2. The school must also be responsible for providing sufficient instructional materials for the students.

SUPERVISION OF TRAINEES AT THE TRAINING CENTER

The employer or a person designatedby him shall take the responsibility of training the student at his place of business. He should assist in the development of the training plan.

The primary role of the teacher-coordinator will be to work closely with the employer for the purpose of training the student. He will make the necessary visits to the training center to check with the employer and observe the student in training.

TRAINEE'S RECORDS AND REPORTS

The trainee shall keep a complete record of the time employed at the training center, wages received, jobs performed and skills and abilities developed. A notebook should be kept containing information received during classroom related instruction.

SELECTION OF TRAINEES FOR AGRICULTURAL OCCUPATIONS

Committee
David C. Abbott
John Watkins
David Grooms

Much of the success of an agricultural occupations program depends upon the caliber of the students enrolled. High caliber students does not necessarily mean students in the upper quartile, but students who possess the aptitude and qualifications required for success in a given occupation. The objectives of a program of this type can only be attained when the trainee enrolled is capable and desirous of receiving training. There is a tendency among some educators to gear a program of this type toward students with low academic and leadership ability while the training in many occupations requires students with desirable personal traits and above-average aptitudes.

To safeguard the success of the program by having a sufficient number of qualified students and the necessary personal information regarding each student, a teacher should begin a program of selection when the students are in their freshman and sophomore years in high school.

A teacher may include in the freshman and sophomore years of vocational agriculture units of orientation in agricultural occupations aimed at helping students to make intelligent choices of vocations and in helping them to learn how they may become qualified for the vocations they select.

During this procedure the teacher, with the aid of the guidance counselor in the school, should help the students to make wise decisions, and also the teacher should be helped in making wise selections of students for his classes in agricultural business and service.

The following steps are suggested as a guide to follow in selecting high caliber trainees, particularly when the selective processes previously discussed have not been used.

1. Make a general announcement concerning the program to all eligible students at least two months before the pre-registration for the next school year.

2. Have all interested students fill out an "application for enrollment" form.

3. Make arrangements with the school counselor to obtain various test scores and other confidential information which will not be reported on the application form. Record this information plus the information taken from the "application for enrollment" form on the Student Information Sheet to be completed by the teacher coordinator.

4. Review the Student Information Sheets to determine those students who meet the minimum qualifications.

5. Hold a meeting of all the parents of those students who meet the minimum qualifications with members of the administration and a representative of the cooperators.

6. Before a final selection is made, each student and his parents should be interviewed personally. This will help obtain information that has not been listed on the Student Information Sheet.

7. After completion of the preceding steps, sufficient information should be available to make the final selection of trainees. The following criteria should be kept in mind when selecting trainees:
    a. Select students who have a definite occupational objective
    b. Select students whose parents approve of their participation in the program
    c. Select students who have shown that they possess the ability and willingness to work
    d. Select students who will be at least 16 years old when the on-the-job training period begins
    e. Select students who possess leadership potential
    f. Select students who have done well in other subjects.
    g. Select students who have maintained good school attendance
    h. Select students who will be able to work the minimum required hours per week
    i. Select students who will be able to get to and from their training centers
    j. Select students who are interested in occupations in which adequate training centers are available
    k. Select students who do not possess any handicap which would prevent them from being hired by employers in the available training centers
    l. Select students who possess high moral character
    m. Select students who possess a basic knowledge and interest in agriculture

The forms that follow should be helpful in securing the information needed in making a wise selection of students.

SELECTING STUDENTS FOR AGRI-BUSINESS PROGRAM

REQUIREMENTS

The student must:

1. Be 16 years old or more.
2. Have a definite interest in acquiring training in an agri-business occupation.
3. Be willing to work and assume responsibility.
4. Be honest and dependable.
5. Have the proper attitude.
6. Have completed at least two years of vocational agriculture.
7. Be able to meet the requirement for ability in mathematics and communications.
8. Have not been a discipline problem at home or at school.
9. Agree to spend the required amount of time on the job at the training center. Be willing to work when they want him.
10. Be able to furnish his own transportation to and from the training center.
11. Be willing to invest in the necessary tools, clothes, etc., that may be needed for the job.
12. Have the consent and cooperation of his parents.

APPLICATION FOR ENROLLMENT IN VOCATIONAL AGRICULTURAL OCCUPATIONS PROGRAM
(to be completed by the student and parent or guardian)

Name _____ Parent or Guardian _____

Address _____ Phone No. _____

Age _____ Sex _____ Height _____ Weight _____ Social Security No. _____

Grade in school _____ Do you plan to go to college? Yes _____ No _____

List the high school credits you have earned in Math ____ English ____

Social Science ____ Science ____ Agriculture ____ Commercial ____ Other ____

Parents' Occupations - Father _____ Mother _____

What type of curriculum are you enrolled in? College Prep _____
General _____ Vocational _____

What hobbies do you enjoy? _____

List the clubs and organizations to which you belong _____

Do you wear glasses? Yes ____ No ____ Will you have transportation to work? Yes _____
No _____ Do you have any physical handicaps? Yes _____ No _____, if the answer is "yes", please explain _____

List the name of employer and previous jobs you have held and the length of time spent on the job.

Name of Employer	Job	Number of Months
_____	_____	_____
_____	_____	_____

In what agricultural occupations do you prefer to receive training?
First preference _____ Second preference _____

What type of work do you dislike? _____

Will you be available for work after school? _____ on Saturdays? _____

What subjects do you need to graduate? _____

(Have your parents complete the following)

_____, has my permission to participate in the agricultural occupations program.

Signed _____
(Parent or Guardian)

STUDENT INFORMATION FOR AGRICULTURAL OCCUPATIONS
(to be completed by teacher-coordinator and one other school official and kept in permanent record file)

Date _____ Name _____

Grade Average _____ I.Q.Tests (list each) _____

Other Test	Test	Results

GUIDELINES FOR USE IN THE SELECTION OF TRAINEES

Criteria	Favorability
1. Enthusiastic (interested) about agriculture	5 4 3 2 1
2. Willing to work	5 4 3 2 1
3. Responsible	5 4 3 2 1
4. Of good moral character	5 4 3 2 1
5. Cooperative	5 4 3 2 1
6. Virtuous, honest	5 4 3 2 1
7. Well groomed	5 4 3 2 1
8. Well mannered	5 4 3 2 1
9. In good health	5 4 3 2 1
10. Physically able to work in areas of training	5 4 3 2 1
11. Able scholastically	5 4 3 2 1
12. Able to make decisions	5 4 3 2 1
13. Dependable	5 4 3 2 1
14. Can assume responsibility	5 4 3 2 1
15. Willing to adjust extra-curricular activities	5 4 3 2 1
16. Respectful of the property of others	5 4 3 2 1
17. Interested in agriculture other than farming as a career	5 4 3 2 1
Over-all rating	5 4 3 2 1

5-Exceptionally favorable 4-Somewhat faborable 3-Favorable 2-Somewhat unfavorable
1-Exceptionally unfavorable

GUIDELINES FOR USE IN THE SELECTION OF TRAINEES FOR ON-THE-JOB NON-FARM AGRICULTURAL OCCUPATION TRAINING

Criteria	Favorability
1. Enthusiastic (interested) about agriculture	5 4 3 2 1
2. Willing to work	5 4 3 2 1
3. Responsible	5 4 3 2 1
4. Of good moral character	5 4 3 2 1
5. Cooperative	5 4 3 2 1
6. Virtuous, honest	5 4 3 2 1
7. Well groomed	5 4 3 2 1
8. Well mannered	5 4 3 2 1
9. In good health	5 4 3 2 1
10. Physically able to work in areas of training	5 4 3 2 1
11. Able scholastically	5 4 3 2 1
12. Able to make decisions	5 4 3 2 1
13. Willing to adjust extra-curricular activities	5 4 3 2 1
14. Located relatively close to cooperating trainer	5 4 3 2 1
15. Able to provide transportation to cooperating trainer	5 4 3 2 1
16. Respectful of the property of others	5 4 3 2 1
17. Completing related classroom instruction in vocational agriculture	5 4 3 2 1
18. Interested in farming as a career	5 4 3 2 1
19. Interested in agriculture other than farming as a career	5 4 3 2 1
20. At least sixteen years of age	Yes No
OVER-ALL RATING	5 4 3 2 1

5-exceptionally favorable 4-somewhat favorable 3-favorable
2-somewhat unfavorable 1-exceptionally unfavorable

STUDENT INTEREST SURVEY

Name _____ Age ____ Year in School ____

Name of Father _____ Father's Occupation _____

Do you live in town? Yes ____ No ____

Do you live on a farm? Yes ____ No ____

No. of acres _____ Owned ____ Rented ____

What occupation would you like to pursue after graduating from high school? _____

_____

Why do you think you will like this occupation? _____

_____

What high school courses will you enroll in during your high school career or have enrolled in that will help prepare you for your preferred occupation?

Science	_____	History	_____
English	_____	Music	_____
Spanish	_____	Vocational agriculture	_____
Typing	_____	Industrial arts	_____
Bookkeeping	_____	Latin	_____
Journalism	_____	Chemistry	_____
Mathematics	_____		

What other school or schools will you attend after graduating from high school?

_____

Do you think you might be interested in any of the following occupations after graduation? Check the one or ones that might interest you and add such other choices as are not listed.

Farm advisor to bank and other leading agencies	_____
Hatcheryman	_____
Florist	_____
Field man for buying and selling farm organizations	_____
Selling feed, seed, fertilizer, farm machinery, spray materials, etc. to farmers	_____
Buying agricultural products from farmers	_____
Servicing machinery and equipment sold to farmers	_____

SELECTION OF TRAINING CENTERS AND COOPERATORS

Committee
Elmo Layman
Adrian Roberts
Carl Cupp

THIS IS THE SITUATION

The quality of the training center and the ability of the cooperator to fulfill the needs of the student are going to determine to a large extent the success of a program.

The teacher-coordinator might use a check list to aid in making a selection of the training center and the cooperator.

HERE IS THE PROCEDURE

On the following page is a check sheet which might be used by the teacher-coordinator to help him to decide which cooperators should be used in the agri-business and service program.

NON-FARM AGRICULTURAL COOPERATOR

Name _____

Criteria	Favorability
1. Interested in helping boys	5 4 3 2 1
2. Successful in agri-business	5 4 3 2 1
3. Able to get along with boys	5 4 3 2 1
4. Willing to cooperate	5 4 3 2 1
5. Efficient as an agri-businessman	5 4 3 2 1
6. Of good character	5 4 3 2 1
7. Emotionally stable	5 4 3 2 1
8. The head of a respectable home	5 4 3 2 1
9. Aware of the function of vocational agriculture	5 4 3 2 1
10. Aware of the function of the non-farm agricultural on-job experience program	5 4 3 2 1
11. A member of agricultural, civic, or community organizations	5 4 3 2 1
12. Motivated by high ideals	5 4 3 2 1
13. Eager and hard working	5 4 3 2 1
14. A good influence (spiritually)	5 4 3 2 1
15. Tactful	5 4 3 2 1
16. Open-minded	5 4 3 2 1
OVER-ALL RATING	5 4 3 2 1

5 - exceptionally favorable
4 - favorable
3 - somewhat favorable
2 - somewhat unfavorable
1 - exceptionally unfavorable

Selection of Occupational Experience Centers

The selection of adequate training centers is an important key to successful training. The following steps are listed as a guide in the selection of training centers.

1. Compile a list of all possible training centers, utilizing:
   a. Yellow pages of telephone directory
   b. City directory
   c. Chamber of Commerce
   d. Records on file of previous training stations
   e. Employment Commission
   f. Leads through:
      (1) Civic organizations
      (2) Advisory committee members
      (3) Counselors and other school personnel
      (4) Other business people
      (5) Trade associations
      (6) Professional organizations
   g. Door to door contact

2. Have the superintendent send out a letter introducing the program and the teacher of occupational work experience to the prospective employer.

3. Arrange for an interview in each firm which might serve as a training center. This would be a follow up to step two.

4. Use the following criteria in selecting training centers:
   a. The training center must provide a suitable occupation.
   b. The job should require training, not be just a routine work experience of a repetitive nature.
   c. The training center should be able to provide a wide variety of work experiences in the occupation, with a progression of difficulty or skill needed. There should be possibility for advancement within the establishment.
   d. The establishment should provide the student with adequate supervision by an on-the-job instructor--this does not necessarily mean the manager.
   e. The employer and his personnel should understand and appreciate the importance of the occupational work experience program.
   f. The training center personnel should be capable and willing to provide adequate number of training hours and be willing to provide continuous training.
   g. The employer should be willing to pay the student.
   h. The employer should be willing to help plan the course of study for the student.

i. The employer should be willing to provide reports on attendance, evaluation of work done, the personality development of the student -- such as: attitude, judgment, initiative, cooperation, etc.
j. The employer should be willing to work with the advisory council and perhaps serve on it if requested to do so.
k. The training center should do a reasonable volume of business.
l. The training center should be within a reasonable traveling time from the school -- a suggestion of approximately 30 minutes might be made.
m. The training center should have a good reputation and be accepted by the community as a reliable, respected business establishment.
n. The working conditions should be clean, safe and satisfactory.
o. The moral climate should be good and employer-employee relations good.
p. The training center should have adequate facilities and equipment and use up-to-date methods.

TEACHER - COORDINATOR QUALIFICATIONS

Considerable thought needs to be given to the topic--teacher-coordinator qualifications. Perhaps these qualifications are little different from those of a good vocational agriculture teacher. A few that might be used as starters for a qualification check list are listed:

1. Certified to teach vocational agriculture.

2. Two or more years of successful vocational agriculture teaching experience.

3. Have successfully completed agri-business training through a workshop or other suitable means.

4. Understand the role of the agri-business and service teacher-coordinator in the total vocational agriculture program.

5. Be respected by students, businessmen, other faculty, and administrators.

STATE LAWS AND REGULATIONS AS APPLIED TO STUDENT LEARNERS

Committee
Robert Fuller
Gene Weeks
Dwane Runyan

There are many regulations affecting the employment of students in agricultural businesses and services. The coordinators and the cooperators need to know which businesses are regulated by the U. S. Fair Labor Act. In these establishments the federal law as well as the state laws is to be considered. Generally the most stringent of the two laws (federal or state) is the one which takes precedence regarding the requirements.

All businesses involved in retailing are subject to the Provisions Regulating Employment of Minors, as established by the Department of Industrial Relations. These provisions include the occupations which are prohibited, pay scales, overtime, and the withholding of wages allowed for minors.

Below are listed some regulations that should be followed when employing students under 18 years of age.

1. All students working in a business involved with retailing and who are enrolled in a bona fide program of vocational co-operative training which meets the standards of the State Board for Vocational Education and which operates under the supervision of the public school must receive at least 85 cents per hour.

2. A student may not work more than a total of 48 hours in a calendar week.

3. A student may not work more than 6 days in a calendar week.

4. Each student (under 21 years of age) must receive a written wage agreement. This agreement states the amount to be paid, either hourly or weekly.

5. All minors between the ages of 14 and 18 must have age and schooling certificates if they are going to work during summer vacation or the school year.

6. The wages of an employee under 21 cannot be withheld for breakage or costs resulting from carelessness.

7. The workday for a minor must be between 6:00 a.m. and 10:00 p.m., except in canneries during the harvest season when working with perishable commodities.

On the next three pages are listed some of the State and Federal Laws and Regulations that apply to student learners.

AGRICULTURAL BUSINESS AND SERVICE COOP STATIONS	ACCEPTABLE JOBS[1]	PROHIBITED JOBS[2]
1. Local elevators	a. Feed blending and mixing b. Office work c. Weighing d. Testing and grading e. Cleaning and treating f. Dryers	a. Motor vehicles operator or helper b. Lifts and hoist machines
2. Agricultural machinery repair and parts	a. Overhaul machinery b. Assembling of machinery c. Cataloguing d. Determining retail prices	a. Lifts and hoist machines b. Motor vehicles operator or helper
3. Salesman		a. Driving a motor vehicle
4. Meat processing	a. Packaging b. Sales c. Retailing d. Stocking of cases	a. Operation of or cleaning of power-driven meat grinders b. Power-driven saws, carver, or circular, rotary or disc cutting machines
5. Hatchery and pullet production	a. Hatchery operation b. Producer flocks c. Housing, feeding, vaccinations	a. Truck may be used for delivery
6. Farm hardware	a. Sales b. Inventory c. Stocking of shelves	a. None

AGRICULTURAL BUSINESS AND SERVICE COOP STATIONS	ACCEPTABLE JOBS[1]	PROHIBITED JOBS[2]
7. Dairy plant manager Laboratory bulk operators	a. Plant operation and maintenance b. Testing c. Processing of ice cream, etc.	a. Operation of steam boilers carrying over 15# pressure
8. Petroleum products and distribution	a. Sales and service to customers b. Tires, tubes, batteries, spark plugs	a. Using lifts and hoists in service areas
9. Greenhouse	a. Transplanting b. Fertilizing c. Pruning d. Propagating	a. Operation of steam boilers carrying over 15# pressure b. Motor vehicles except where incidental at job
10. Food processing	a. Grading b. Weighing c. Paymaster assistant d. Quality control	a. Operation of steam boilers carrying over 15# pressure b. Operation of power-driven grinders, slicer, etc.
11. Veterinarian helper	a. Docking and castrating b. Some vaccination c. Trimming	
12. Farm seed dealers	a. Weighing b. Seed recommendations c. Certification d. Grading e. Moisture testing f. Treating g. Packaging	a. None

AGRICULTURAL BUSINESS AND SERVICE COOP STATIONS	ACCEPTABLE JOBS[1]	PROHIBITED JOBS[2]
13. Golf course (may not apply due to seasonal aspect)	a. Seed bed preparation b. Seeding c. Fertilizing and liming d. Weed control e. Varieties to use	
14. Orchard management (may be difficult due to seasonal aspect of business)	a. Pruning b. Spraying and pest control c. Tree identification d. Grading and sorting e. Packaging f. Fertilizing	
15. Plumbing in agricultural areas	a. Making pipe connections b. Planning water systems c. Thawing pipes d. Installing drinking fountains	

1. No attempt has been made to list all of the acceptable jobs but only to give some examples.

2. There are two job areas prohibited for students under 18 years of age that are found in many of the agricultural occupations:
   1. Motor vehicle operator or helper
   2. Lifts and hoisting machines

A TRAINING PROGRAM PREPARING STUDENTS TO ENTER AGRI-BUSINESS AND FARM SERVICE OCCUPATIONS

Committee
Fred Mangert
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H. H. Warner

DEVELOPING TRAINING PLANS

The employment of a student in a job does not necessarily insure that the student will receive training and that the experience will be educational in nature. A desirable cooperative occupational experience program consists of deliberate efforts to prepare a student for job competence. It includes a direct progression of jobs, experiences, operations, or processes. The vocational agriculture teacher-coordinator has the responsibility to see that the work accomplished by students placed in cooperative occupational experience is educational in nature and not mere work experience. To insure that the student's on-the-job experience will be truly educational, a training plan must be developed.

The training plan consists of a listing of the activities in which the student should be engaged while working at the training station. Opposite this there should be a listing of the subject matter that should be dealt with in the related instruction at school. Space is provided so that a record of progress can be kept of the on-the-job experiences and a grade or completion mark can be recorded for the related instruction. All activities considered essential to the occupational training should be included in the training plan.

Purpose and value of training plans

The primary purpose in developing a training plan is to determine in advance what activities the student is to participate in while on the job. This then serves as a guide to those involved in the training to see that these experiences are provided. The vocational agriculture teacher-coordinator and employer should refer to the training plan frequently, making certain that the student-learner is receiving the experiences previously agreed upon.

The training plan is valuable to the teacher-coordinator in that it enables him to:

(1) Understand job requirements and specifications.
(2) Determine the contribution made by cooperators.
(3) Select students for specific occupations.
(4) Compare the proposed on-the-job experiences with those actually being practiced.

Through the training plan the student knows what will be expected of him. He can then better understand the objectives and scope of his chosen occupation.

Training plans remind employers of the breadth and depth of training that is to be provided for the students. It is also more valuable to an employer to know what related instruction is being provided at the school.

Developing individual training plans

A training plan should be developed for each student placed in cooperative occupational experience. This plan should be based upon
(1) The ability of the student
(2) The type of occupation
(3) The conditions at the training station
(4) The length of the occupational experience period

Training plans should be developed cooperatively between the teacher coordinator and the employer. In some cases, experience may be gained by students in occupations which are not completely familiar to the teacher coordinator. The necessary information should be obtained through personal interviews with the employer or the person responsible for the on-the-job instruction. When developing training plans, the following procedures should be kept in mind:
(1) Thoroughly explain the need and value of training plans before involving the employer in their development.
(2) Let the employer look at samples of training plans which have been completed.
(3) Do not expect the employer to prepare the actual plan. The teacher coordinator should assume the responsibility for the preparation of the final plan after suggestions and recommendations have been made by the employer.

DEVELOPING TRAINING AGREEMENTS

Since students, employers, parents, school administrators, and teacher coordinators all have important roles to play to insure that cooperative occupational experience is successful, each should be familiar with his responsibilities. These responsibilities can best be understood and agreed upon by developing a written training agreement. This agreement should be completed as soon as the student is placed in the training station.

What to include

The following items should be included in a training agreement:
1. Name of employer or person in charge of student while working at the training station.
2. Duration of the training period.
3. Number of hours to be worked per week.
4. Hours of the day occupational experience is to be provided.
5. Beginning wage.
6. Responsibilities of the student.
7. Responsibilities of the parent.
8. Responsibilities of the teacher coordinator and the school.
9. Responsibilities of the employer.

ON-THE-JOB TRAINING AGREEMENT

Name of Business _____

The student agrees:

1. To conform to the regulations set forth by the vocational agriculture instructor and employer, to be punctual, to be regular in attendance at school and on-the-job, to notify the employer and the instructor in advance in case of absence from school or from the job.

2. To pass both the class work and the work at the training station so as to earn credit for the course.

3. To perform all related study assignments with earnestness and with sincerity.

4. To carry out the training on-the-job and in school in such a manner that will reflect credit upon him and on the local school.

5. To meet the requirements for the training assignment and not to be employed in other part-time work that interferes with the training program.

The employer agrees:

1. To provide employment and training in accordance with federal, state, and local laws and regulations.

2. To carry workmen's compensation insurance on trainees.

3. To start the trainee at a wage of _____ per hour and later to adjust the wages to a higher rate when the trainee develops competence in the performance of his work responsibilities.

4. To assist the teacher-coordinator and the trainee in developing a meaningful on-the-job training program.

5. To assist the trainee in fulfilling the on-the-job training program and to provide the training experiences necessary so that the trainee becomes reasonably proficient.

6. To consider the trainee as a student in training and not as replacing a regular worker or substituting for a worker that is needed.

The teacher agrees :

1. To visit the trainee regularly on-the-job.

2. To discuss with the cooperator the means for improving the training program.

3. To endeavor to adjust all complaints with the parties involved.

4. To plan the curriculum and the time schedule for the trainee and inform all parties concerned when a change is necessary.

5. To notify all parties when transferring or withdrawing a student from a training station.

The parents agree:

1. To assume responsibility for trainee's conduct.

2. To assume responsibility for safety and transportation of trainee from the time he leaves school until he arrives at the training station and from the time he leaves the cooperating station until he arrives home or at school.

Vocational Agriculture Instructor	Employer
Parent or Guardian	Student

Example of a six week schedule
Meat Cutting

First six weeks

Sept. 8-10)			
Sept. 13-17)	Orientation (all member)		
Sept. 20-24	Lesson I	Cutting Beef	Forequarter Part I
Sept. 27-Oct. 1	Lesson II	Cutting Beef	Forequarter Part II
Oct. 4-8	Lesson III	Cutting Beef	Hindquarter Part I
Oct. 11-15	Lesson IV	Cutting Beef	Hindquarter Part II
Oct. 18-22	Lesson V	Cutting Pork	Carcass

Second six weeks

Oct. 25-29	Lesson VI	Cutting Pork	Retail cuts Part I
Nov. 1-5	Lesson VII	Cutting Pork	Retail cuts Part II
Nov. 8-12	Lesson VIII	Cutting Lamb and Mutton	
Nov. 15-19	Lesson IX	Cutting Veal	
Nov. 23-26	Lesson X	Boneless cuts	Beef quarters
Nov. 29-Dec. 3	Lesson XI	Boneless cuts	Beef Hindquarters
Dec. 6-10	Lesson XII	Tools and shop practice	

Third six weeks

Dec. 13-17	Lesson XIII	Ready to serve meats
Dec. 20-24	Lesson XIV	Percentage of cuts
Jan. 3-7	Lesson XV	Cutting Tests
Jan. 10-14	Lesson XVI	Cutting Tests
Jan. 17-21	Lesson XVII	Merchandising Beef and Pork
Jan. 24-28	Lesson XVIII	Merchandising Beef and Pork

Fourth six weeks

Jan. 31-Feb. 4	Lesson XIX	Merchandising Lamb, Mutton, and Veal
Feb. 7-11	Lesson XX	Merchandising Smoked Meats and Chopped Meats
Feb. 14-18	Lesson XXI	Merchandising Smoked Meats and Chopped Meats
Feb. 21-25	Lesson XXII	Poultry
Feb. 28-March 4	Lesson XXIII	How to advertise meat
March 7-11	Lesson XXIV	How to display meats

Fifth six weeks

March 14-18	Lesson XXV	Buying meats
March 21-25	Lesson XXVI	How to sell meats
March 28-April 1	Lesson XXVII	Inventory profit and loss management
April 4-8	Lesson XXVIII	Cutting and smoking meats
April 11-15	Lesson XXIX	Power cutting and retail meat market management
April 18-22	Lesson XXX	Power cutting and retail meat market management

Sixth six weeks

April 25-29	Lesson XXXI	Self-Service Meats	Part I
May 2-6	Lesson XXXII	Self-Service Meats	Part II
May 9-13	Lesson XXXIII	Self-Service Meats	Part III
May 16-20	Lesson XXXIV	Self-Service Meats	Part IV
May 23-27	Lesson XXXV	Self-Service Meats	Part V
May 30-June 3			

Example of a Daily Work Schedule

Place of Employment _____

Student Name _____

Date _____

Jobs Done	Jobs Observed
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Date _____

Jobs Done	Jobs Observed
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Date _____

Jobs Done	Jobs Observed
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Date _____

Jobs Done	Jobs Observed
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Date

Jobs Done	Jobs Observed
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

FACILITIES AND EQUIPMENT FOR THE AGRI-BUSINESS PROGRAM

Committee
Wilbur H. Frantom
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The basic program of vocational agriculture, namely preparation for farming, has much that is needed in the program for agri-business. The standard class room for vocational agriculture may be used for the related class. Generally the program for agri-business requires little extra cost for facilities and equipment.

Listed below are minimum facilities recommended for a one-teacher agricultural business program. Existing departments may have many or all of these facilities.

1. Classroom
   a. 700 square feet minimum size
   b. 24 feet minimum width
   c. Windows near the ceiling, with provision for blackout.
   d. Ceiling should be noise reducing

2. Office
   a. 80 to 120 square feet
   b. Equipped with:
      1. Desk
      2. Conference table
      3. Filing cabinets (lock type)
      4. Outside telephone (could be part of school system)
      5. Vision in the classroom (glass could be covered in case of private conference)

3. Storage room
   a. Off the classroom
   b. 6 x 12 feet, minimum size
   c. Storage cabinets

4. Heating system
   a. Quiet operation
   b. Motors or fans outside the classroom
   c. Separate controls for night meetings

5. Floor
   a. Light colored
   b. Durable
   c. Skid resistant
   d. Easily cleaned
   e. Noise reducing

6. Lighting
   a. 50 foot candles, minimum
   b. Semi-direct diffused

7. Electrical outlets (duplex polarized)
   a. Every 10 feet of wall perimeter
   b. One 220-240 volt AC outlet

8. Chalkboard
   a. 16 or more running feet long
   b. Adjacent to a combination chalkboard and a magnetic board

9. Classroom tables
   a. 22-30 inches wide
   b. 5-7 feet long
   c. About 30 inches high
   d. Hard glare-free finish (plastic)
   e. Readily movable

10. Other equipment
   a. Bulletin boards
   b. Book cases
   c. Magazine rack
   d. Study table
   e. Projection screen
   f. Water and gas service
   g. Classroom teacher's desk
      1. Acid resistant top
      2. Sink with drain and water supply
   h. Typewriter (wide carriage)
   i. Adding machine
   j. Cash register
   k. Balance scales (produce)

11. Access to:
   a. 16 MM sound projector
   b. Overhead projector
   c. Slide and filmstrip projector

Note:
In programs requiring a shop, information concerning facilities is available from the State Department of Education, Division of Vocational Education.

APPRAISING THE STUDENT'S PERFORMANCE

Committee

Lowell McLear
Keith Miller
Carl Stotz

INTRODUCTION

The enclosed materials are tools which may be used by the employer and teacher coordinator to appraise the student's performance and progress at various times during the school year.

Appraisement of the student's perforamce should be accomplished by a variety of methods. A record by these evaluations should be maintained on each trainee for future reference and counseling.

AGRICULTURAL OCCUPATIONS PROGRESS REPORT OF TRAINEE BY EMPLOYER
(to be completed by employer)

Trainee _____ Agriculture Business or Service _____ Date _____

Please check the appropriate blanks. Suggestions for Improvement

I. APPEARANCE

___Appearance is an asset to business
___Usually neat in appearance
___Appearance needs improvement
___Appearance is detriment to business

II. PUNCTUALITY

___Always on time
___Usually on time
___Occasionally late
___Frequently late

III. ATTENDANCE

___Usually regular in attendance
___Seldom absent
___Occasionally absent
___Frequently absent

IV. DEPENDABILITY

___ Reliable in following instruction
___ Usually follows instructions
___ Sometimes careless in following instructions
___ Cannot be relied upon to follow instructions

V. INTEREST IN WORK

___ Usually enthusiastic about work
___ Shows interest in work most of time
___ Interested in certain phases
___ Lacks interest in work

VI. JUDGMENT

___ Wise in actions and in making decisions
___ Usually shows sound judgment
___ Sometimes shows lack of judgment
___ Poor judgment reflection on company

VII. PRODUCTION

___ Exceeds average production
___ Shows initiative in getting work done
___ Should produce more; is average
___ Low production makes liability

VIII. CUSTOMER RELATIONS

___ Is remembered by customers
___ Customer reaction is pleasant
___ Customer relations need improvement
___ Customer reaction is indifferent

IX. INITIATIVE

___ Recognizes work to be done and does it without direction
___ Sometimes goes ahead in work not assigned
___ Seldom seeks work beyond regular routine duties
___ Shows lack of vision in work

X. COOPERATION

___ Works unusually well with others
___ Cooperates well; shows willingness
___ Helps when asked
___ Pulls against others
___ Solicits and receives constructive cooperation of others
___ Tends to lead others in right direction
___ Occasionally uncooperative
___ Makes no effort to work through others

XI. RATING OF STUDENT

___Excellent
___Above average
___Average
___Below average
___Very poor

On what type of work would you like the employee to show more initiative?

Rated by _____

Department _____

Position _____

PROGRESS REPORT

Student_____
Training Station _____
Instructor _____

	6 wk. period						
	1	2	3	4	5	6	
Quantity of Work							
Quality of Work							
Understanding of Work							
Care and Proper Use of Equipment							
Ability to Work with Others							
Reaction to Constructive Criticism							
Interest in Work							
Initiative							

FINAL 6 WEEK GRADE

Outstanding	A+	A	A-
Good	B+	B	B-
Average	C+	C	C-
Poor	D+	D	D-
Failing	F		

Attendance								
Punctuality								

****

QUALITY OF WORK. Rating the learner's performance in meeting established quality standards.
QUANTITY OF WORK. Rating the learner's output of satisfactory work.
UNDERSTANDING OF WORK. Rating how well the learner applies his acquired knowledge and skills in his work.
CARE AND PROPER USE OF EQUIPMENT. Rating the learner's sense of responsibility and his knowledge of handling tools properly.
ABILITY TO WORK WITH OTHERS. Rating the learner's ability to work with others.
REACTION TO CONSTRUCTIVE CRITICISM. Rating the learner's ability to take criticism and profit by it.
INTEREST IN WORK. Rating the learner's interest in the job he is doing.
INITIATIVE. Rating the learner's ability to proceed to do a task without having to be told.

Comments:

AGRICULTURAL OCCUPATIONS RECORD
TRAINING STATION VISITATION

A	B	C	D	E
Good	Above Average	Average	Below Average	Poor

Training Station _____
Instructor _____
Student _____

Date of Visit _____

	A	B	C	D	E	
Attendance						
Punctuality						
Work Interest						
Understanding of work						

COMMENTS:

Training Station _____
Instructor _____
Student _____

Date of Visit _____

	A	B	C	D	E
Attendance					
Punctuality					
Work Interest					
Understanding of work					

COMMENTS:

Date of Visit _____

	A	B	C	D	E	
Attendance						
Punctuality						
Work Interest						
Understanding of work						

COMMENTS:

Date of Visit _____

	A	B	C	D	E
Attendance					
Punctuality					
Work Interest					
Understanding of work					

COMMENTS:

Date of Visit _____

	A	B	C	D	E	
Attendance						
Punctuality						
Work Interest						
Understanding of work						

COMMENTS:

Date of Visit _____

	A	B	C	D	E
Attendance					
Punctuality					
Work Interest					
Understanding of work					

COMMENTS:

Date of Visit _____

	A	B	C	D	E	
Attendance						
Punctuality						
Work Interest						
Understanding of work						

COMMENTS:

Date of Visit _____

	A	B	C	D	E
Attendance					
Punctuality					
Work Interest					
Understanding of work					

COMMENTS:

RECORDS AND REPORTS

FOR

THE AGRI-BUSINESS AND SERVICE PROGRAM

Committee

Lowell McLear
Keith Miller
Carl Stotz

Records and reports for the agricultural business program.

Certain records are essential for any sound educational program. It is also important that a reporting system be developed which will keep local and state school officials informed of the accomplishments of the program.

RECORDS

It is recommended that the following records be maintained in the department files:

1. Personal data sheet for each student
2. Students vocational interest survey sheet
3. A list of potential cooperators - survey of employees
4. Advisory Council minutes
5. Work permits - superintendents office
6. Training agreements
7. Daily work schedule
8. Weekly employment record and time record
9. Individual training plans
10. Record of skills and abilities accomplished while enrolled in the program
11. Employer's rating of trainees progress.
12. Visitation reports
13. Placement records of former students
14. Course outline for each course to be taught

REPORTS

The following reports are required by the Vocational Agriculture Service, Division of Vocational Education:

1. Preliminary report of vocational agriculture
2. Preliminary report of supervised agricultural occupation experience
3. Final report of supervised agricultural occupation experience
4. Annual department report
5. Annual FFA report

The following reports should be filed with the local school administrators:

1. Monthly mileage report
2. Copies of all reports to the State Office
3. Monthly report to be included in the school board agenda

OTHER REPORTS

All students receiving training in the Agricultural Occupations Program are regularly enrolled students in high school; consequently, all records or reports required by the school or department for any student must be maintained.

1. Class rolls
2. Attendance
3. Grade sheets
4. Enrollment information
5. Registers